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Autism Resources (updated)

In this issue, we are featuring recent books, videos, and websites on autism. Go to www.texashealthlibrary.com for a more comprehensive list.

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.texas.gov.

Autism – Selected Articles

Autism and bilingualism: a qualitative interview study of parents' perspectives and experiences. Hampton S, Rabagliati H, Sorace A, Fletcher-Watson S. *Journal of Speech, Language & Hearing*. 2017;60:435-446.

Research into how bilingual parents of children with autism spectrum disorder (ASD) make choices about their children's language environment is scarce. This study aimed to explore this issue, focusing on understanding how bilingual parents of children with ASD may make different language exposure choices compared with bilingual parents of children without ASD. Method: Semistructured qualitative interviews were conducted with 17 bilingual parents with a child with ASD and 18 bilingual parents with a typically developing (TD) child. Results: Thematic analysis revealed that, in contrast to parents of TD children, parents with a child with ASD expressed concerns that a bilingual environment would cause confusion for their child and exacerbate language delays. This was particularly common for parents of children with lower verbal ability. Parents also identified potential benefits of bilingualism, particularly in terms of maintaining a close bond with their child. Conclusions: Parents of children with ASD have concerns about bilingualism not present for parents of children with ASD have concerns about bilingualism not present for parents of TD children, and these concerns

are greater for parents of children with lower verbal ability. Future research in this area should take into account factors such as parent-child bonds as well as communication and language development.

Autism identification policies and practices in early childhood. Barton E, Harris B, Leech N. *Infants & Young Children: An Interdisciplinary Journal of Early Childhood Intervention*. 2016;29(4):267-289.

Autism spectrum disorder (ASD) occurs in all racial, ethnic, and socioeconomic groups; however, children from culturally and linguistically diverse groups are, on average, misdiagnosed more often and identified later than White children. Understanding current practices and procedures is important for ensuring the use of evidence-based identification practices and the early and appropriate identification of culturally and linguistically diverse children with ASD. The purpose of this article is to describe the results of a survey regarding the early identification and intervention practices of professionals working with young children with ASD in one state in the United States. Results indicated that practitioners did not use practices that align with professional guidelines to identify young culturally and linguistically diverse children with ASD and that the requirements/standards for the ASD identification evaluation process varied across programs/agencies within the state. Also, most practitioners reported using non-evidence-based practices within the identification evaluation process.

Factors that affect age of identification of children with an autism spectrum disorder. Adelman CR, Kubiszyn T. *Journal of Early Intervention*. 2017;39(1):18-32.

This study explored factors associated with age of identification of autism spectrum disorder (ASD). Results of a one-way ANOVA indicated differences in age of diagnosis among the four regions in the United States, Tukey's post hoc comparisons of the groups indicated that the mean age of diagnosis in the Midwest (M = 38.9 months or 3 years, 3 months) was significantly later than in the Northeast (M = 32.75 months or 2 years, 9 months, $p = .000$) and South (M = 33.26 months or 2 years, 9 months, $p = .000$). Results of a Pearson correlation indicated a significant negative correlation between date of birth and age of diagnosis, with more recent birthdays associated with lower age of diagnosis. Regression results were statistically significant, with some factors predicting earlier age of diagnosis and some factors predicting later diagnosis.

Functional communication training in children with autism spectrum disorder.

Battaglia, D. *Young Exceptional Children*. 2017;20(1):30-40.

ASD is diagnosed according to the Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013) as a disorder in social communication and restrictive repetitive interests. At present, the prevalence of ASD is 1 in 68 individuals, with an incidence in the United States of 1 in 54 boys and 1 in 252 girls (Centers for Disease Control and Prevention, 2014). Communication disorders in individuals with ASD may range from completely non-verbal to fully verbal. However, the content of communication is markedly impaired, with difficulties approaching others for social purposes, and maintaining and terminating conversations appropriately, and with challenges in higher level vocabulary and language. Behavioral symptoms vary greatly as well. Individuals on the spectrum may demonstrate noncompliance with change in routine, aggression, self-injurious behavior, and/or obsessive perseverations (e.g., unusual preoccupation with underpinnings of 1920's Ford Model-T cars).

Injury mortality in individuals with autism. Guan J, Li G. [Published online ahead of print March 21, 2017]. *Am J Public Health.* 2017;107(5):791-793. doi: 10.2105/AJPH.2017.303696

Objectives: To examine epidemiological patterns of injury fatalities in individuals with a diagnosis of autism. Methods: We identified individuals with a diagnosis of autism who died between 1999 and 2014 by screening causes of death in the multiple cause-of-death data files in the National Vital Statistics System based on the International Classification of Diseases, 10th Revision, code F84.0. We used the general US population as the reference to calculate proportionate mortality ratios (PMRs) and 95% confidence intervals (CIs). Results: During the study period, 1367 deaths (1043 males and 324 females) in individuals with autism were recorded in the United States. The mean age at death for individuals with autism was 36.2 years (SD = 20.9 years), compared with 72.0 years (SD = 19.2 years) for the general population. Of the deaths in individuals with autism, 381 (27.9%) were attributed to injury (PMR = 2.93; 95% CI = 2.64, 3.24), with suffocation (n = 90; PMR = 31.93; 95% CI = 25.69, 39.24) being the leading cause of injury mortality, followed by asphyxiation (n = 78; PMR = 13.50; 95% CI = 10.68, 16.85) and drowning (n = 74; PMR = 39.89; 95% CI = 31.34, 50.06). Conclusions: Individuals with autism appear to be at substantially heightened risk for death from injury.

Instruction in letter-sound correspondences for children with autism and limited speech. Benedek-Wood E, McNaughton D, Light J. *Topics in Early Childhood Special Education*;36(1):43-54.

This study used a multiple probe across participants' research design to evaluate the effects of instruction on the acquisition of letter-sound correspondences (LSCs) by three young children with autism spectrum disorder and limited speech. All three children (ages 3–5 years) reached criterion for identifying the LSCs targeted during instruction, and a Nonoverlap of All Pairs (NAP) analysis showed evidence of medium to strong treatment effects. All three children also provided evidence of maintenance and generalization of LSC skills to other tasks. Implications for instruction and future research directions are discussed.

Quantitative analysis of disfluency in children with autism spectrum disorder or language impairment. MacFarlane H, Gorman K, van Santen J, et al. *Plos ONE.* 2017;12(3):1-20.

Deficits in social communication, particularly pragmatic language, are characteristic of individuals with autism spectrum disorder (ASD). Speech disfluencies may serve pragmatic functions such as cueing speaking problems. Previous studies have found that speakers with ASD differ from typically developing (TD) speakers in the types and patterns of disfluencies they produce, but fail to provide sufficiently detailed characterizations of the methods used to categorize and quantify disfluency, making cross-study comparison difficult. In this study we propose a simple schema for classifying major disfluency types, and use this schema in an exploratory analysis of differences in disfluency rates and patterns among children with ASD compared to TD and language impaired (SLI) groups. 115 children ages 4–8 participated in the study (ASD = 51; SLI = 20; TD = 44), completing a battery of experimental tasks and assessments. Measures of morphological and syntactic complexity, as well as word and disfluency counts, were derived from transcripts of the Autism Diagnostic Observation Schedule (ADOS). High inter-annotator agreement was obtained with the use of the proposed schema. Analyses

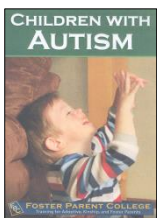
showed ASD children produced a higher ratio of content to filler disfluencies than TD children. Relative frequencies of repetitions, revisions, and false starts did not differ significantly between groups. TD children also produced more cued disfluencies than ASD children.

Sensory features of toddlers at risk for autism spectrum disorder. Philpott-Robinson K, Lane AE, Harpster K. *Am J Occup Ther.* 2016;70(4):7004220010p1-8. Objective: We observed sensory features in toddlers ages 12-24 mo with risk factors for autism spectrum disorder (ASD) and explored their relationship to general development and early signs of ASD. Method: Participants (N = 46) included toddlers with higher risk for ASD. All participants were administered standardized assessments of sensory features, early signs of ASD, and general development at a single study visit. Results: Sensory features in toddlers were characterized as either adaptive or reactive. Toddlers with more difficulties in oral sensory processing displayed more early signs of ASD. Typical oral and auditory processing were associated with higher cognitive function, and toddlers with fewer sensory features overall had more mature language skills. Conclusion: Specific sensory features were associated with both early signs of ASD and less mature general development. Replication of this preliminary study is required.

Autism – Selected DVDs

Autism spectrum disorders and stuttering. 120 min. 2012. (DD0648).

Vivian Sisskin, M.S., CCC-SLP, summarizes the literature pertaining to disfluency in autism, and provides basic principles to aid in differential diagnosis and treatment planning.



Children with autism. 27 min. 2008. (DD0353).

Dr. Robert Nickel offers insight into autism spectrum disorders (ASD) based on his many years of experience as a developmental pediatrician. This DVD examines the core deficits of autism: communication, social skills, and play.

Dad's in heaven with Nixon. 86 min. 2010. (DD0642).

When doctors told Chris Murray's mother that her son should be institutionalized because of his cognitive disabilities, Janice Murray refused. "What Chris needs is love," she said, beginning an odyssey that culminated in her son living as an independent, happy adult. Using a combination of home movies and interviews with Chris and other family members, this program, filmed by Chris's brother, is a tale of three generations coping with bipolar disorder and autism. This title is also available as a streaming video. Please contact the library at (512)776-7260 for more information.

Early language and your toddler. 71 min. 2008. (DD0686).

This presentation is part of the *Brain to five* lecture series that was given on March 5, 2008. Susan Ellis Weismer, a professor of communicative disorders, takes parents and caregivers through the stages of child language development. Weismer shares

comparisons among typically developing children, late talkers, and toddlers with autism spectrum disorders. She discusses the early identification of language learning difficulties and delays.

First look: autism awareness. 17 min. 2007. (DD0254).

This DVD offers a basic overview of the complexities of autism spectrum disorder, and asks viewers to be more accepting and seek understanding of persons with autism as people first.

More than words: promoting the communication development of children with autism spectrum disorder and other social communication challenges. 300 min. 2008. (DD0634).

This DVD helps parents of children with autism create structure and predictable environments within which their children learn to interact and develop more conventional and spontaneous communication in everyday situations.

Oops, wrong planet: understanding Asperger's syndrome. 55 min. 2008. (DD0403).

Einstein, Beethoven, Mozart, Van Gogh: all displayed symptoms of Asperger syndrome (AS). But not every person with the syndrome is a genius. This Australian program follows a self-described eccentric who, after discovering he matches up with the general profile of a person with Asperger syndrome, sets out on a quest to learn all he can about the disorder. Along the way, he speaks with Temple Grandin, Tony Attwood, Wired magazine's Steve Silberman, Professor Simon Baron-Cohen, and a number of children and adults with AS about topics ranging from Asperger syndrome traits, to possible causes of the condition, to Geek Syndrome and the AQ Test. This title is also available as a streaming video. Please contact the library at (512)776-7260 for more information.

Positively autistic. 21 min. 2008. (DD0510).

Since the early 1990's an autistic rights movement has challenged accepted views of autism and worked to change how the world sees people with autism. Meet some of the people at the forefront of this growing movement and find out what they see as the positive aspects of living with autism.

Riding the shotgun with ASD. 54 min. 2007. (DD0286).

This documentary features Jack Parish, the subject of the documentary, *Come back Jack*, and his father, filmmaker Robert Parish. His father uses their journey to teach why it may be better to embrace a diagnosis of autism, which many feel may be the key to helping children and adults with the disorder reach their full potential. The Parishes, along with teachers, parents, therapists, and advocates share their knowledge, experience, and expertise.

Social skills training and frustration management. 270 min. 2007. (DD0383).

Viewers will learn how to de-escalate meltdowns, prevent problems with comprehensive behavior plans, teach social skills, develop strategies to generalize skills, and create accepting peer environments.

Toilet training for children with special needs. 120 min. 2009. (DD0705).

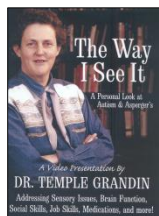
This DVD provides an overview of practical toilet training techniques and core principles for success. Dr. Susan Hepburn, Clinical Psychologist and Associate Professor of Psychiatry at the University of Colorado Denver, takes viewers through the toilet training process. The program concludes with a parent's perspective on the techniques presented and words of wisdom for other parents going through the toilet training process.

Understanding brothers and sisters on the autism spectrum. 94 min. 2007. (DD0274).

This DVD contains 4 segments: Program one: features puppets and explains autism to siblings four through seven years. Program two: includes interviews with siblings and narration for siblings ages seven through 12 years. Program three: for siblings 12-adult. Program four: includes interviews with parents of children on the autism spectrum and narration.

Understanding brothers and sisters with Asperger syndrome. 109 min. 2007. (DD0275).

This DVD contains 4 segments: Program one: features puppets and explains Asperger syndrome to siblings four through seven years. Program two: includes interviews with siblings and narration for siblings ages seven through 12 years. Program three: for siblings 12-adult. Program four: includes interviews with parents of children with Asperger syndrome and narration.



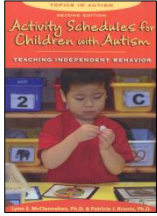
The way I see it: a personal look at autism and Asperger's. 90 min. 2008. (DD0243).

In this DVD Temple Grandin, who has autism herself, explains how to relate to people with autism. She explains how and why people with autism think differently. She discusses early intervention programs that work. She covers sensory sensitivities and which behaviors are caused by a disability. The program gives employment ideas for adults with autism. The library also owns the book version of this title (WM 203.5 G753w 2008 ECI).

Writing social stories with Carol Gray. 157 min. 2007. (DD0677).

This DVD provides training for writing effective social stories. Carol Gray explains the elements that make social stories so successful and how to tailor the text of a story to an individual's specific needs. Viewers will learn how to properly implement a social story while viewing examples of do's and don't's.

Autism – Selected Books

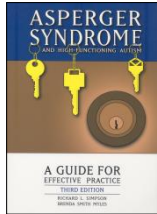


Activity schedules for children with autism: teaching independent behavior, 2nd ed. Lynn E. McClannahan and Patricia J. Krantz, 2010. (WS 350.8 P4 M12ba 2010 ECI).

In this book, parents and professionals will find detailed instructions and examples to help them assess a child's readiness to use activity schedules; prepare an activity schedule; understand graduated guidance; monitor progress; expand social skills; and progress to written schedules.

Addressing young children's challenging behaviors. 2013. (LC 4019.3 A227 2013 ECI).

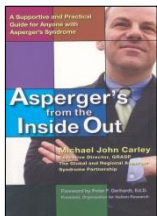
This book provides strategies that address the needs of young children who exhibit challenging behaviors and are served in inclusive settings. One chapter discusses using visual supports to promote appropriate behavior in young children with autism.



Asperger syndrome and high-functioning autism: a guide for effective practice, 3rd ed. Richard L. Simpson, 2011. (WS 350.8 P4 S613a 2011 RHB). This book for educators and parents describes the characteristics of children with Asperger syndrome. It includes chapters on planning for behavioral and for social success and ends with a chapter on understanding the impact of Asperger syndrome on the family.

Asperger syndrome the OASIS guide: advice, inspiration, insight, and hope, from early intervention to adulthood, 3rd ed. Patricia Romanowski Bashe, 2014. (WS 350.8 P4 B297a 2014 RHB).

Author Patricia Romanowski Bashe has revised this edition to reflect the latest knowledge in working with professionals, learning about special education from early intervention through transition to adulthood, health and safety issues, health care, and insurance coverage. She explores interventions, with an emphasis on established guidelines for evidence-based treatments, including medication, applied behavior analysis, cognitive-behavior therapy; social stories, comic strip conversations, and more



Asperger's from the inside out: a supportive and practical guide for anyone with Asperger's syndrome. Michael John Carley, 2008. (WM 203.5 C281a 2008 RHB).

This book explains what it is like to have Asperger syndrome. It discusses how to navigate relationships, nurture interests and talents, disclose the diagnosis, deal with family and loved ones, and learn coping mechanisms.

Autism and its medical management: a guide for parents and professionals.

Michael G. Chez, 2008. (203.6 C531 2008 RHB).

This book begins with an overview of autism spectrum disorders and how the disorders are diagnosed. It goes on to identify the different types of autism and to describe relevant

medical interventions. This book is written for parents and explains clinical aspects of autism and treatment options in an easy to read format.

Autism and pervasive developmental disorders sourcebook, 2nd ed. 2011. (WS 350.8 A939 2011 ECI).

This book provides basic consumer health information about the causes, risk factors, symptoms, and diagnosis of autism spectrum disorders and related conditions, along with facts about interventions and treatments, educational guidelines, and coping tips for families.

Autism and the transition to adulthood: success beyond the classroom. Paul Wehman, 2009. (WM 203.5 W413a 2009 RHB).

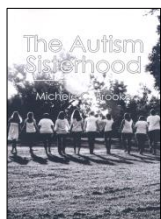
This guide discusses transition planning for students with autism. It explains how to conduct an assessment of a young person's goals, strengths, and skills; how to implement positive behavior support; provide community-based instruction at naturally occurring times; show students and families how to use SSA disability benefits; assist students with college preparation; and use supported or customized employment strategies.

Autism frontiers: clinical issues and innovations. Bruce K. Shapiro, 2008. (WS 350.8 A939 2008 RHB).

This professional reference on autism describes early intervention, labeling and diagnosis, complementary and alternative medicine, overlap with other syndromes and disorders, strategies and interventions for improving school outcomes, and effectiveness of medication.

Autism interventions: exploring the spectrum of autism. Carolyn Murray Slutsky, 2014. (WS 350.8 P4 M981a 2014 ECI).

This book provides best practice assessment and intervention techniques for children on the autism spectrum. Written by occupational, physical and speech-language therapists, researchers and education and behavioral specialists, it is useful for all parents and professionals working with children with an autism spectrum disorder. It includes valuable treatment techniques for dealing with sensory processing, communication difficulties, motor control, coordination and motor planning, as well as providing behavioral and educational strategies.



The Autism sisterhood. Michele C. Brooke, 2010. (203.6 B872a 2010 ECI).

This book is designed to be a starting point for mothers once their children have been diagnosed with autism. It provides simple suggestions for activities that mothers and children can do together to help children learn. It includes many words of encouragement. Please note that DSHS does not endorse products mentioned in this book but makes this book available for consumer

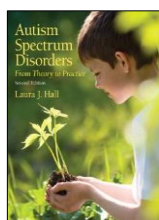
education.

Autism spectrum disorders: a concise encyclopedia. Carol Turkington, 2007. (203.6 T939a 2007 ECI).

This encyclopedia on autism spectrum disorders provides a reference guide to different types of autism, treatments, social impact, possible causes, and more. It also goes by the title, *The A to Z of autism spectrum disorders*.

Autism spectrum disorders and AAC. Pat Mirenda, 2009. (203.6 A939s 2009 RHB).

This book for professionals explains what the most effective augmentative and alternative communication methods are for persons with autism and language delay. It discusses how to promote children's natural speech and language development; expand literacy skills; modify challenging behavior; build children's social interaction skills; encourage students' full participation in inclusive classrooms; and help adolescents and adults develop strong social networks within the community.



Autism spectrum disorders: from theory to practice, 2nd ed. Laura J. Hall, 2013. (WS 350.8 P4 H177a 2013 ECI).

This book provides information about common practices used by educators who are involved with students with autism spectrum disorders. It includes chapters on classification and the physiological approach; assessment; identifying evidence-based educational practices; applied behavior analysis to increase skills; applied behavior analysis to replace behavior; developmental and social-relational approaches; cultural approaches; focus on communication; building social skills and social relationships; and systems of support and accountability.

Autism's false prophets: bad science, risky medicine, and the search for a cure.

Paul A. Offit, 2008. (WS 350.8 P4 O32a 2008 ECI).

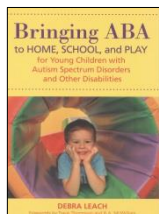
This book discusses the history of autism research and some of the theories of the causes of autism. The author is an expert on vaccines and explains the controversy about vaccines, as well as discussing some of the alternative therapies that have no basis in science.

The autistic brain: thinking across the spectrum. Temple Grandin, 2013. (WM 203.5 G753a 2013 RHB).

The author brings her singular perspective to a thrilling journey through the autism revolution. Weaving her own experience with remarkable discoveries, she introduces the neuroimaging advances and genetic research that link brain science to behavior, even sharing her own brain scans from numerous studies. We meet the scientists and self-advocates who are introducing innovative theories of what causes, how we diagnose, and how best to treat autism. She highlights long-ignored sensory problems and the treatments that might help them, and warns of the dangers of politics defining the diagnosis of autism spectrum. Most exciting, in the science that has begun to reveal the long-overlooked strengths conferred by autism, she finds a route to more effective inclusion and a way to unleash the unique advantages of people with autism.

Born on a blue day: inside the extraordinary mind of an autistic savant: a memoir. Daniel Tammet, 2007. (WM 203.5 T158b 2007 RHB).

The author is a man with autism who is able to live independently. He is a savant and able to perform extraordinary calculations in his head and learn new languages fluently in a week. This book helps people who do not have autism understand more about how this man with autism thinks and feels.

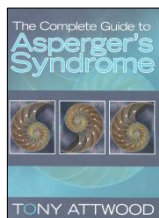


Bringing ABA to home, school, and play for young children with autism spectrum disorders and other disabilities. Debra Leach, 2012. (WS 350.8 B4 L434 2012 ECI).

Ideal for use with children birth to five, this guidebook combines ABA (Applied behavior analysis) with natural environment intervention. Professionals and caregivers will learn the fundamental principles and research behind ABA and natural environment intervention and will get a clear and practical framework for conducting effective assessment of behavior, skills, routines, and caregiver priorities.

NEW! Children and youth with autism spectrum disorder (ASD) : recent advances and innovations in assessment, education, and intervention. 2014. (WS 350.8 P4 C536 2014 ECI).

This comprehensive book about children on the autism spectrum includes sections covering diagnosis, assessment and measurement; evidence-based practices; health and development; and additional topics such as mindful caregiving, cognitive-behavioral therapy, and family intervention.



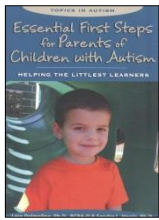
The complete guide to Asperger's syndrome. Tony Attwood, 2008. (WS 350.8 P4 A886c 2008 ECI).

This book brings together a wealth of information on all aspects of Asperger syndrome from children to adults. It provides useful information for both family members and the person with Asperger syndrome and is written by a leading expert on Asperger syndrome.

An early start for your child with autism: using everyday activities to help kids connect, communicate, and learn. Sally J. Rogers, 2012. (WM 203.5 R729 2012 ECI). Parents can play a huge role in helping toddlers and preschoolers with autism spectrum disorders (ASD) connect with others and live up to their potential. The authors turn daily routines like breakfast or bath time into fun and rewarding learning experiences that target crucial developmental skills. Examples illustrate techniques for promoting play, language, and engagement.

Empowered autism parenting: celebrating (and defending) your child's place in the world. William Stillman, 2009. (WS 350.8 P4 S857e 2009 ECI).

This book is written by an adult with Asperger syndrome. He clears up some misconceptions about autism and demonstrates that people with autism can be intelligent, insightful, and inspired human beings. He also shatters myths about high-cost therapies and medications.



Essential first steps for parents of children with autism: helping the littlest learners. Lara Delmolino, 2013. (WM 203.5 D359 2013 ECI).

When autism is diagnosed or suspected in young children, overwhelmed parents wonder where to turn and how to begin helping their child. This book helps to eliminate the confusion and guesswork by outlining the steps parents can take now to optimize learning and functioning for children age 5 and

younger.

Families, infants, and young children at risk: pathways to best practice. Gail Ensher, 2009. (556 E59f 2009 ECI).

This book explains the neurological and psychosocial development of children from birth to 8. It discusses autism, sensory processing disorders, early identification of delays, family systems and environments, effects of prematurity, evaluation and care of newborns, pain management, cultural diversity, abuse and neglect, and more.

Fathering your special child: a book for fathers or carers of children diagnosed with Asperger syndrome. Josie Santomauro, 2009. (203.5 S237f 2009 ECI).

This book offers an introduction for the father or carer of a child diagnosed with Asperger syndrome. It is a support tool in the initial period after diagnosis. Besides factual information, it also includes poems, stories, illustrations, and activities to help fathers understand and deal with the diagnosis.

The first year: autism spectrum disorders: an essential guide for the newly diagnosed child. Nancy D. Wiseman, 2009. (203.6 W814 2009 ECI).

The author is a parent of a child with autism and knows firsthand how overwhelming it can be to grapple with the diagnosis. Her book prioritizes what actions can be taken by the parent in order to deal with a wide range of medical and lifestyle concerns.

Freedom from meltdowns: Dr. Thompson's solutions for children with autism.

Travis Thompson, 2009. (203.61 T477f 2009 RHB).

This book explains why children with autism have meltdowns. It discusses how to stop meltdowns before they start. It helps parents identify triggers, use functional behavioral assessment to uncover behavior patterns, and improve communication skills.

A full life with autism: from learning to forming relationships to achieving independence. Chantal Sicile-Kira, 2012. (WM 203.5 S566f 2012 RHB).

This book deals with issues relevant to adults with autism. It might be helpful for parents who want to read about what their children might encounter in the future. It offers real solutions to a host of difficult questions, including how young adults across the autism spectrum can negotiate adult life in this new economy where adult service resources are scarce, cope with the difficulties of living apart from the nuclear family, create and maintain a support network, including friends, support staff, and therapists, find and keep a job that provides meaning, stability and an income, and discover the joys of fulfilling relationships.

Health, risk, and news: the MMR vaccine and the media. Tommy Boyce, 2007. (WA 110 B789h 2007).

This book tells the story of the power of the media to affect immunization programs in Great Britain, specifically discussing the controversy over the measles, mumps, and rubella (MMR) vaccine and autism. Drawing on comprehensive research, on media coverage, interviews with a range of journalists and sources, and analysis of audience opinions, this book explores how medical controversies are covered by the media. It discusses balance and objectivity, expertise, news values, risk, and media effects.

Infant and early childhood mental health: core concepts and clinical practice. 2014. (WS 105.5 M3 I43 2014 ECI).

This book contains the chapter *Autism spectrum disorders: the importance of parent-child relationships* by Mary Beth Steinfeld and Ruby Moye Salazar. The authors stress the importance of therapeutic work to scaffold, advance, and or treat children with autism and their families.

Life in the Asperger lane: Asperger syndrome success tips and techniques for parents and educators. Dan Coulter, 2012. (WS 350.8 P4 C855 2012 RHB).

This is a collection of articles written by the father of a boy with Asperger syndrome. He writes about parenting children with special needs and about ways to promote success in these children.

Making sense of autism. Travis Thompson, 2007. (203.6 T477m 2007 ECI).

Expertly clarifying research and science, this primer on autism helps the reader make sense of brain development and differences in children with autism; types of early intervention and assessment; commonly prescribed medications and their effects; controversies surrounding autism treatments; positive behavior support; families' complex perspectives and challenges; disabilities associated with autism, such as fragile X syndrome, dyslexia, and ADHD; and curricular and environmental adaptations.

Making sense of autistic spectrum disorders: create the brightest future for your child with the best treatment options. James Coplan, 2010. (WS 350.8 P4 C748m 2010 ECI).

The author compiles decades of research and clinical work in a guide to the sometimes bewildering array of therapy options and intervention programs for children with autism. The book explains what autistic spectrum disorders are, possible causes, the variety of treatment options available, and how to help children succeed to the best of their abilities.

Motor development and movement activities for preschoolers and infants with delays: a multisensory approach for professionals and families. Jo E. Cowden, 2007. (545 C874m 2007 ECI).

This book presents both a theoretical and practical approach to motor development and adapted physical activity programs. The effects of autism are discussed and activity interventions are presented.

Neurotribes: the legacy of autism and the future of neurodiversity. Steve Silberman, 2015. (WM 203.5 S54 2015).

This book upends conventional thinking about autism and suggests a broader model for acceptance, understanding, and full participation in society for people who think differently. What is autism: a devastating developmental disorder, a lifelong disability, or a naturally occurring form of cognitive difference akin to certain forms of genius? In truth, it is all of these things and more. Going back to the earliest days of autism research and chronicling the brave and lonely journey of people with autism and their families through the decades, the author provides long-sought solutions to the autism puzzle, while mapping out a path for our society toward a more humane world in which people with learning differences and those who love them have access to the resources they need to live happier, healthier, more secure, and more meaningful lives.

Not my boy!: a father, a son, and one family's journey with autism. Rodney Peete, 2010. (203.6 P375 2010 ECI).

Using anecdotes and lessons from his own experiences, former football star Rodney Peete imparts essential wisdom for parents everywhere, whether their children have special needs or not, as he writes with striking honesty about learning to overcome his own doubts and expectations of fatherhood to focus on the daily challenges and joys of raising a child.

Panic virus: a true story of medicine, science, and fear. Seth Mnoonkin, 2011. (WA 115 M686p 2011).

This book describes the fallout from a paper published in a respectable medical journal that linked autism to a vaccine. The allegations were later proven to be false but much harm was done. The author interviews parents, public health advocates, scientists, and anti-vaccine activists to tackle a fundamental question, "How do we decide what the truth is?"

Parallel play: growing up with undiagnosed Asperger's. Tim Page, 2009. (WM 203.5 P133p 2009 RHB).

A poignant portrait of a lifelong search for answers by Pulitzer Prize winner Tim Page, this autobiography provides a unique perspective on Asperger syndrome and the well of creativity that can spring forth as a result of the condition.

A parent's guide to high-functioning autism spectrum disorder: how to meet the challenges and help your child thrive, 2nd ed. Sally Ozonoff, 2015. (WS 350.8 P4 O99 2015).

Packed with real-life stories and everyday problem-solving ideas, this book gives parents the facts they need about high-functioning autism spectrum disorder (ASD), including Asperger syndrome. The authors describe ways to work with these kids' unique impairments and capabilities so they can grow into happy, self-sufficient adults.

The potty journey: guide to toilet training children with special needs, including autism and related disorders. Judith A. Coucouvanis, 2008. (203.6 C853p 2008 ECI).

Toilet training children with autism and related disorders can be very challenging due to their unique characteristics, especially with communication and sensory issues. This book shares strategies that have produced results for parents of children with autism and related disorders.

Practical ideas that really work for students with autism spectrum disorders.

Kathleen McConnell and Gail Ryser, 2007. (203.6 M129 2007 ECI).

This book, which is intended for use with students in grades preschool through 12, is designed for educators who work with students who have autism or other developmental disorders that interfere with their ability to learn and to function in social situations.

Preschool education programs for children with autism, 2nd ed. Sandra L. Harris and Jan S. Handleman, 2008. (203.63 H316 2008 ECI).

This second edition presents current procedures of demonstrated value to help teachers and other professionals become aware of the strategies to educate preschool aged children with autism.

The reason I jump: the inner voice of a thirteen-year-old boy with autism. Naoki Higashida, 2007. (WM 203.5 H634 2013 ECI).

Written by Naoki Higashida, a thirteen-year-old boy with autism, this book is a one-of-a-kind memoir that demonstrates how a young person with autism thinks, feels, perceives, and responds in ways few of us can imagine.

See Sam run: a mother's story of autism. Peggy Heinkel-Wolfe, 2008. (203.6 H468s 2008 ECI).

This is the story of one mother's encounter with autism and her struggles to get the correct diagnosis and treatments for her son. Parents of children with autism will relate to this story and realize that they are not alone.

Sleep better!: a guide to improving sleep for children with special needs. Vincent Mark Durand, 2014. (WM 188 D948 2013 ECI).

This book provides help for parents of children with special needs who struggle with nighttime problems. It includes highly effective strategies for children with special needs such as autism, Tourette syndrome, and cerebral palsy and research-based solutions to the toughest nighttime challenges.

Solving sleep problems in children with autism spectrum disorders: a guide for frazzled families. Terry Katz, 2014. (WM 203.5 K11 2014 ECI).

This book helps parents pinpoint and solve the problems underlying sleep difficulties and improve their entire family's quality of life with effective interventions. It is based on a multi-year study of sleep in children with ASDs which concluded that parent training was the key to resolving children's sleep problems.

NEW! Teaching young children with autism spectrum disorder. Clarissa Willis, 2015. (WS 350.8 P4 W734t 2015 ECI).

This guide is for teachers who work with children who have autism. It explains the major characteristics associated with autism and helps teachers understand the ways children with autism relate to the world. Each chapter offers specific strategies for teachers to use. Topics include helping children learn life skills, learn to play, helping them get along with others, and more.

Treating eating problems of children with autism spectrum disorders and developmental disabilities: interventions for professionals and parents. Keith E. Williams, 2007. (WS 350.8 P4 W724t 2007 ECI).

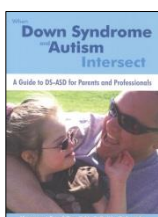
Problems with children's eating are compounded when children have special needs, because their motivational, socialization, communication, and cognitive deficits, or their ritualistic or behavioral excesses make the problems more difficult. The information in this book helps solve children's eating problems or assists parents in finding the appropriate people and places to have the children treated with behavioral interventions.

Treatment of autism spectrum disorders: evidence-based intervention strategies for communication and social interactions. 2012. (WS 350.8 P4 T735 2012 ECI).

This book is useful for speech-language pathologists, educators, and families who work with children with autism spectrum disorders. It provides a thorough introduction to twelve widely used evidence-based interventions, including augmentative and alternative communication strategies, enhanced milieu teaching, functional communication training, joint action routines, peer-mediated support strategies, Picture Exchange Communication System, Pivotal Response Treatment, and video modeling.

The way I see it: a personal look at autism and Asperger's. Temple Grandin, 2008. (WM 203.5 G753w 2008 ECI).

This book by an author who has autism herself explains how to relate to people with autism. It explains how and why people with autism think differently. It discusses early intervention programs that work. It talks about sensory sensitivities and which behaviors are caused by a disability. It gives employment ideas for adults with autism and much more. The library also owns the DVD version of this title (DD0243).



When Down syndrome and autism intersect: a guide to DS-ASD for parents and professionals. Margaret Froehlke and Robin Zaborek, 2013. (WS 107 W556 2013 ECI).

This book offers a thorough examination of the unique profile of a Down Syndrome-Autism Spectrum Disorder (DS-ASD) diagnosis and best practices for screening, treatment, and caretaking through the lifespan. This resource will greatly benefit families whose child is already diagnosed, and also those who suspect something more than Down syndrome. Professionals will find information on how to distinguish DS-ASD from a diagnosis of just Down syndrome, and guidance on providing services for children and adults.

Autism – Selected Children’s Books

My brother Charlie. Holly Robinson Peete, 2010. (WS 107.5 R5 P375m 2010 ECI).

A girl tells what it is like living with her twin brother who has autism and sometimes finds it hard to communicate with words, but who, in most ways, is just like any other boy. It includes a note about autism written by the authors.

My friend has autism. Amanda Doering Tourville, 2010. (805.1 T733m 2010 ECI).

My friend Zack has a disability called autism. But that doesn’t matter to us. We talk about airplanes, build models, and enjoy hanging out together. I’m glad Zack is my friend!

Autism – Selected E-Books

The following books and many more titles are available electronically to ECI state and program staff. You may access them on a computer or mobile device.

To access, please contact the library at library@dshs.texas.gov or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

- **Art as an early intervention tool for children with autism.** Nicole Martin (2009).
- **The early identification of autism spectrum disorders: a visual guide.** Patricia O’Brien Towle (2013).
- **Engaging autism: using the floortime approach to help children relate, communicate, and think.** Stanley I. Greenspan (2009).
- **The essential guide to Asperger’s syndrome.** Eileen Bailey (2012).
- **Handbook of autism and pervasive developmental disorders**, 4th ed. Rhea Paul, Kevin Pelphrey, and Fred Volkmar (2014).
- **How everyone on the autism spectrum, young and old, can become resilient, be more optimistic, enjoy humor, be kind, and increase self-efficacy : a positive psychology approach.** June Groden (2012).
- **Kids in the syndrome mix of ADHD, LD, Asperger’s Tourette’s, Bipolar and more!**, 2nd ed. Martin Kutscher and Anthony Attwood (2014).
- **Letters to the home front: positive thoughts and ideas for parents bringing up children with developmental disabilities, particularly those with an Autism Spectrum Disorder.** John Clements (2013).
- **A practical guide to mental health problems in children with autistic spectrum disorder: it’s not just their autism!** Kalid Karim, Alvina Ali, and Michelle O’Reilly (2014).
- **A sourcebook for sensorimotor learning: simple low-cost games and activities for young children including those with autism, ADHD, sensory processing disorder, and other learning differences.** Lisa A. Kurtz (2014).

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- **Teach me with pictures: 40 fun picture scripts to develop play and communication skills in children on the autism spectrum.** Ruth Harris, Ralph Bulter, Linda Hodgdon, and Simone Griffin (2013).

Autism – Selected Websites

The **Autism Internet Modules** website created by the Education Service Center of Central Ohio is designed to provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. AIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. See <http://www.autisminternetmodules.org/>

The **Autism Navigator** allows viewers to watch side-by-side videos that show the early signs of autism in toddlers. See www.autismnavigator.com

The **Autism Science Foundation** supports autism research by providing funding and other assistance to scientists and organizations conducting, facilitating, publicizing, and disseminating autism research. The organization also provides information about autism to the general public and serves to increase awareness of autism spectrum disorders and the needs of individuals and families affected by autism. See <http://www.autismsciencefoundation.org>.

The **Autism Society of America** promotes access and opportunity for all individuals within the autism spectrum through advocacy and education. The website includes many resources for persons with autism and their families and provides links to other organizations. See <http://www.autism-society.org>.

Autism Speaks is an organization dedicated to funding global biomedical research into the causes, prevention, and treatments for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bringing hope to all who deal with the hardships of this disorder. See <https://www.autismspeaks.org/>

The **Centers for Disease Control (CDC) Autism Information Center** includes information on autism, as well as activities related to autism by the CDC and other federal and state agencies. It includes resources for families and researchers. See <http://www.cdc.gov/ncbddd/autism/index.htm>.

A Closer Look at Autism: 30 days 30 topics. May Institute and National Autism Center experts share practical information about autism across the lifespan. See http://www.mayinstitute.org/news/press_releases.html?year=2016&id=1862

Environmental influences on autism: This web page links to many studies that the National Institute of Environmental Health Sciences is doing to determine environmental

influences that may be related to autism. See <http://www.niehs.nih.gov/health/topics/conditions/autism/>.

The **Interactive Autism Network** (IAN) at the Kennedy Krieger Institute facilitates research that will lead to advancements in understanding and treating autism spectrum disorder (ASD). In addition to summaries of the latest research it also has web page links to interactive features and videos. See <http://iancommunity.org/>.

Learn the signs. Act early autism fact sheet has been translated into multiple languages by the USC University Center for Excellence in Developmental Disabilities. Find the fact sheet in Arabic, Armenian, Farsi, French, German, Italian, Japanese, Korean, Mandarin, Tagalog, Thai, and Vietnamese at <http://www.uscuedd.org/publications-resources/autism-pubs/autism-fact-sheets>. The original fact sheet in English and Spanish is at <http://www.cdc.gov/ncbddd/actearly/downloads.html>.

The **Mayo Clinic** provides a summary of information on autism spectrum disorders including causes, risk factors, alternative medicine, coping, and support. See <http://www.mayoclinic.org/diseases-conditions/autism-spectrum-disorder/basics/prevention/con-20021148>.

MedlinePlus provides a collection of full-text links from reliable sources compiled by the National Library of Medicine. See <http://www.nlm.nih.gov/medlineplus/autism.html>.

Parent's guide to autism spectrum disorders: This guide, produced by the National Institute of Mental Health, is intended to help parents understand what autism spectrum disorder is, recognize common signs and symptoms, and find the resources they need. See <http://www.nimh.nih.gov/health/publications/a-parents-guide-to-autism-spectrum-disorder/index.shtml>.

Screening and diagnosing children with autism: This guideline summary for parents and caregivers was produced by the American Academy of Neurology to explain what tests can be done to diagnose if a child has autism. See http://tools.aan.com/professionals/practice/guidelines/guideline_summaries/Autism_Guideline_for_Patients.pdf.

The Texas State Conference on Autism is held annually to provide quality information, education, and resources to parents, professionals, and school personnel involved in the lives of individuals with autism spectrum disorders. For more information, see <http://autism.esc2.net/>.

New Titles

Infant mental health home visiting: supporting competencies reducing risks.
2015. CR0045.

This manual for Early Attachments: IMH Home Visiting is a 399 page document in PDF format. These guidelines have been written by Deborah Weatherson and Betty Tableman and are designed to serve as the operational manual for Early Attachments: IMH Home Visiting Certification Process and Program Operation Standards. The following is included in the manual: overview; organization and management; identification, referral, and enrollment; arrangements for relationship-focused home visiting; assessment and service planning; relationship-focused intervention strategies to promote attachment; termination or transfer of services; examples of infant-parent psychotherapy; understanding the family; circumstances impeding the parent-infant/toddler relationship; serving the infant/toddler who is abused/neglected; and infant mental health home visitor.

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Early Childhood Report – April 2017

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